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ABSTRACT

This publication was prepared to assist schools in developing curriculum to help children solve complex social problems and achieve their highest potential as human beings in a world society. A major objective is to provide students with competencies and skills necessary to cope with the interpersonal relationships and stresses faced by individuals and families in a rapidly changing society. The curriculum design focuses on four major topics: self and others, tradition and change, independence and interdependence, and present and future. The plan divides the topics into four maturity levels, which can be broadly applied to early childhood through adult education. The beginning level deals with exploring the human environment, the intermediate level focuses on becoming oneself, the advanced level examines relationships, and the highest level stresses helping learners develop commitment to mankind. Objectives for including core areas are then listed for each of the four maturity levels. Another section offers suggestions for curriculum development and provides examples of actual instructional strategies for implementation. Twelve pages of print and nonprint resources for students and teachers follow, most of which were published after 1970. The listing includes prices and publishers' addresses. (Author/MK)

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Maximizing Human Potential

A Curriculum Design for Human Development and Interpersonal Relationships
Kindergarten Through Adult Education

A Curriculum Development Project
Sponsored by
The Bureau of Homemaking Education
CALIFORNIA STATE DEPARTMENT OF EDUCATION

Coordinated by
The Kern Union High School District

SP 010 105

California State Department of Education
Wilson Riles, Superintendent of Public Instruction
Sacramento, 1977

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A list of other publications that are available from the Department, *Selected Publications of the California State Department of Education*, may be obtained by writing to the same address.

Publications of special interest to the readers of *Maximizing Human Potential* are the following:

Curriculum Design for Consumer Education, K–14 (1974) $1.00
Instructional Patterns for Consumer and Homemaking Education (1976) $6.00
RISE Report: Reform of Intermediate and Secondary Education (1975) $.85

(California residents should add 6 percent sales tax to all prices quoted.)

Foreword

The hopes and dreams of families, nations, and this earth rest with our children. They are humanity's future, and that will be as true for generations yet unborn as it is today. Thus, we must remember that we are educating our children for their world, not ours.

When our people's basic concern was carving out a nation in the wilderness, the schools were called upon to teach children to read and write and compute but not much more. When the need was to train minds for a technological society, our schools expanded to meet that need as well, with a special emphasis given to the natural sciences. But the times have changed, and if our schools are to continue to prepare our children for the future, they must be changed to provide an education with new emphases.

The *Report of the California Commission for Reform of Intermediate and Secondary Education (RISE)* identified the problem facing us in public education in this way:

> Because public schools have always mirrored the prevailing culture and times, schools everywhere reflect a troubled society and a troubled youth. Schools today are serving a markedly different kind of young person than they were serving a decade or two ago. They are serving adolescents who have been shaped by upheaval in the home, community, and broader society.

A few sentences later the report focuses on the major problems facing our youth: "Young people now are confronted with confusing and complicated social problems and turmoil that earlier generations never encountered." The report cites these specific problems: "skyrocketing" divorces, low voting records, increased alcoholism, mounting suicide rate, sixfold increase in drug arrests from 1964 to 1973, child abuse of alarming proportions, venereal disease of almost epidemic proportions, and a $10 million annual destruction of schools by vandals.

As alarming as the eight problems just cited are to the future of our society, the ninth and tenth problems cited bother me even more: a 50 percent increase in the high school dropout rate since 1970 and low performance in writing and language skills by high school seniors. I say that because I believe the consequences of ignorance to our children's future and to our democracy are fatal. I must conclude that our failure to graduate one out of every six students entering the ninth grade demands our immediate attention—our most creative thinking. Our children will not solve the problems of their day without the intellectual tools they must have to deal with the complicated social problems they will surely face.

As we look at the statistics of social disorder, including that in our schools, as we try to give meaning to the change that abounds around us, and as we attempt to understand and control our emotions, prejudices, and fears, we open doors of thinking, use tools of thought, and touch emotional levels that earlier generations neither needed nor would have understood. Yet, it seems to me we must be willing to walk these avenues to a human frontier that will help us uncover for ourselves and our children the mysteries of the social sciences just as we uncovered the mysteries of the atom and the moon. Our success or failure in solving the social problems will ultimately determine our survival as a human race.

The RISE Commission said we must develop educational programs that help each person gain self-understanding and self-esteem. "These values," the RISE Commission said, "are more important than ever in an increasingly impersonal, mobile, and technological world."

I am therefore pleased at what I find in this new publication. It was prepared to help our schools design curriculums to help children solve complex social problems and achieve their highest potential as human beings in a world society. However, we must remember that

developing a curriculum is merely the first step in educational program development. The teacher must provide an environment where children can develop their skills in human interaction. In addition the teacher must serve as a model for the children. It is through this process that the teacher demonstrates a commitment to the principle that in a world beset by individual, familial, and societal problems, human relationships cannot—must not—be left to chance.

Superintendent of Public Instruction

Preface

Numerous advisory committees, teachers, and administrators of the public schools of California have identified the need to provide students with competencies and skills necessary to cope with the interpersonal relationships and stresses faced by individuals and families in a rapidly changing society. The education-for-parenthood movement; the battered child syndrome; emphasis on needs of the aging; changing values, life-styles, and roles; changing marriage and family patterns; increased options for personal decision making as stereotyping diminishes; and a nationwide, multicultural focus all validate the urgency for program assistance in the area of human development and interpersonal relationships.

This curriculum design for maximizing human potential: kindergarten through adult is the product of a project developed and administered by the Bureau of Homemaking Education, California State Department of Education. The project was funded through Part F, Consumer and Homemaking Education, of the Vocational Education Amendment of 1968 (P.L. 90-576). The California approach to curriculum, as developed by the Bureau of Homemaking Education, includes preparation and publication of foundation materials upon which local programs designed for a particular school clientele can be built. The demographic and cultural diversity in the 95 percent of the secondary school districts in California which offer consumer and homemaking education programs underlies the need for this approach.

Home economics is a multidisciplinary content area. The advice of a multidisciplinary task force of experts representing the many people-helping professions was utilized in the delineation of the concepts and generalizations included in this curriculum design. Advisory and review panels provided additional validation of content. The design organization allows human development and interpersonal relationships concepts to be woven into each of the subject matter areas of home economics. This publication provides the concepts for developing comprehensive local programs.

During the 1976-77 school year, instructional patterns and curriculum models focusing on the individual and family are being field tested in consumer and homemaking education programs in grades nine through twelve and adult education. The curriculum models emphasize human development and interpersonal relationships as the core for program development and implementation in the consumer and homemaking education curriculum.

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Maximizing Human Potential Curriculum Design

Human relationships are affected by daily challenges which force either conscious or unconscious decisions. In examining these challenges, individuals *must* answer the following questions:

Where do I stand on the continuum of concern for self and concern for others?

How can I learn to accept the challenge of change while I retain the best of tradition?

How much independence and how much interdependence will be a part of my life?

What will be my balance between present and future orientation?

These questions form the basis for this curriculum design. An individual cannot avoid examining these challenges and dilemmas but must actively seek answers, for in such answers is the oportunity to find direction for the development of a life-style.

Some themes extend across all dilemmas and should be considered in every content area. Decision making is one such theme. Additional themes are multigenerational relationships, which give the individual a sense of time and place in life's continuity, and multicultural understandings so that life-style differences, similarities, and strengths may be appreciated.

Other problems affecting our human relationships will be discovered by the teacher working in specific content areas. For example, the dilemma of freedom and constraint is basic to a philosophy of childrearing. When Gibran wrote "Let there be spaces in your togetherness," he highlighted the togetherness and separateness dilemma of marriage, while competition and cooperation may be a discordant sound in many relationships.

Through years of research the behavioral sciences have accumulated much data concerning the individual, families, and children. Thus, subject matter content based on these findings is available to the classroom teacher. However, because of the tendency of producers of mass-media materials to either oversimplify research findings or rely upon individual experiences, students need to be able to assess for themselves the reliability of these materials which they find so readily available.

This curriculum design includes generalizations and suggestions for a primary content focus at four maturity levels for the major topics of Self and Others, Tradition and Change, Independence and Interdependence, and Present and Future. The four maturity levels are:

Level I	Exploring the Human Environment	Beginning
Level II	Becoming Oneself	Intermediate
Level III	Examining Relationships	Advanced
Level IV	Committing to Mankind	Expanded

Generalizations

Generalizations are broad summary statements which unify specific facts and show relationships between ideas. Since generalizations are abstract, they have meaning in a number of situations. Thus, they can be viewed as a core around which a variety of subject matter areas can be developed. Although the generalizations included herein have been planned for the five content areas of home economics, they are applicable to other disciplines. The majority of the generalizations in this design are applicable from prekindergarten through adult education; the choice of focus for a particular school population should depend upon such student variables as social and intellectual development. Because student populations differ, the levels are not specified as age appropriate. For example, while Level IV, Committing to Mankind, might be most appropriate for adults, it might also be appropriate for some secondary students.

Program Objectives

Program objectives have been written at the program level to suggest possible learning outcomes. They are not learner objectives, for learner objectives must be developed at the local level by teachers who know the characteristics of the student population and the criteria, structure, and procedures adopted by the individual school dis-

trict. The objectives suggest possible learning outcomes to work toward at the program level rather than specific behaviors to be attained by all students. Therefore, teachers will need to adapt program objectives to student or learner objectives by doing the following:

1. Specifying the content area in which performance is expected
2. Identifying specific observable student performances
3. Describing the condition of performance
4. Citing criteria for acceptable performance

Program Development and Implementation

Generalizations and program objectives are teacher-oriented and must be translated into student-oriented programs. Suggested criteria for program development and samples of actual teaching units are included in this design.

Resource Materials

This guide includes information about many resource materials. Resources developed before 1970 are included only if they are considered to have made major contributions which have not been duplicated. Addresses that are not included can be obtained from school librarians, purchasing agents, or audiovisual coordinators. Prices were current as of spring, 1976. Books and curriculum guides identified with an asterisk were priced at over $10.

Self and Others

In the crowded, urbanized, sometimes impersonal society in which we live, each human being must make decisions regarding the individual's dual responsibility to self and to the feelings, needs, and values of others. These decisions can best be made by focusing on the results of interaction between people as the foundation of human behavior. One does not learn to be human in isolation.

Assessing individual relationships with the larger community is the next step in a sequence which leads to the development of a growth-encouraging self-concept.

Although the assumption has been that human relationship skills are acquired in the process of "growing-up," recent research findings suggest that these skills and sensitivities are more effectively acquired when they are consciously discussed and practiced. The behaviors which people can use to enhance interpersonal relationships are discussed in the first part of this design. The ability to use interpersonal sensitivities and skills can be reinforced in any content area once this subject matter has been introduced to the student.

Generalizations for the content of Self and Others are organized into the following three topics:

- Human behavior is the result of interaction between people.
- Interpersonal relationship skills can be learned.
- Individuals are linked to nonfamily groups.

Human Behavior Is the Result of Interaction Between People

Human behavior is a response to personal and social needs.

Personal psychological needs that appear in a number of human behavior theories are love, recognition, adventure, and security.

Maslow, Erikson, and others have suggested that human needs appear in a series of stages.

Needs are met through interaction with others.

A positive self-concept is developed when individuals satisfy their needs.

Sensitivity to the needs of both self and others is a responsibility which enhances personal relationships.

Sensitivity requires knowing the developmental stages which occur throughout a lifetime.

Needs change in kind and intensity during the life cycle.

Needs are affected by the social environment in which the individual lives.

Mutual effort to meet the needs of another leads to growth-producing, joyful relationships.

When needs are not satisfied, individuals protect themselves through the use of defense mechanisms.

Values are deep-seated individual and social beliefs which influence how we act.

The process by which an individual acquires the customs and values of the surrounding culture is called socialization.

Socialization is a responsibility of the family but is shared by other agencies of society.

Individuals are socialized by many people and groups that could have a value system different from that of the family.

Individuals may hold different values because they were socialized at different periods of time and in different cultures.

A value is developed, prized, and acted upon.

A value may have material, aesthetic, or moral dimensions.

Life experiences may lead to a change in values.

Needs and values contribute to a sense of personal identity.

Values influence how time, money, and energy (both physical and emotional) are expended.

Value conflicts may exist within a person.

Multicultural appreciation requires recognizing the cultural sources of one's own values and understanding the values of a culture different from one's own.

Life-styles may be developed by learning to make decisions based on accurate perceptions of one's own values and needs.

Understanding one's own values and needs is a first step in the development of decision-making skills.

The decision-making process involves identifying the problem, examining known alternatives, discovering new alternatives, gathering information on the possible consequences of alternatives, and then selecting and acting upon an alternative.

Examining the consequences of alternatives includes a consideration of risk-taking behavior.

Accepting responsibility for the chosen alternative is a part of the decision-making process.

Decisions are not made in isolation but are interrelated and interdependent.

Major decisions have an effect on both present and future decisions.

As needs and values change, a reassessment of decisions may be necessary.

The assessment of a decision may require learning what to do when a decision has been unwise.

When more than one person participates in decision making, negotiation and conflict management are a part of the process.

Agreeing on the nature of the decision and the effects and desirability of alternatives is necessary in group decision making.

The effectiveness of the group decision-making process is related to the openness of the communication among the persons involved.

Group decision-making includes either agreement on values and goals or the willingness to negotiate and reconcile differences.

Group decision-making may provide a richer source for alternatives than is available to an individual.

Interpersonal Relationship Skills Can Be Learned

Empathy is the role-taking process which facilitates understanding the point of view of another.

Accurate interpretation of motives and feelings contributes to the ability to empathize.

Effective communication leads to more meaningful interpersonal relationships.

Communication occurs whenever two or more people interact.

Accurate communication depends upon active listening which involves creating a receptive atmosphere and clarifying ambiguous messages through the process of restatement.

Effective communication is hampered when listeners focus on their response to the speaker rather than the message the speaker is sending.

Providing feedback facilitates clear and accurate communication.

Becoming sensitive to the needs and values of another includes observing verbal and nonverbal behavior.

Although information is usually expressed in words, feelings may be expressed by voice tone and volume or nonverbally.

When verbal and nonverbal messages are contradictory, the listener tends to believe the nonverbal ones, although they are more difficult to perceive accurately.

The more verbal communication that occurs at the feeling level, the less one needs to rely on nonverbal messages.

Subcultural differences occur in the way people communicate nonverbally as well as the way they communicate verbally.

The physical distance (personal space) that one prefers to maintain from another varies among cultures.

Many individuals believe that they should not feel or express emotions even when the emotion is appropriate.

Expressing emotions tends to lead to understanding and conflict management.

When emotions and feelings are extremely intense, people tend to have less rational control over behavior which affects the quality of the communication process.

Before one feels free to reveal feelings, one must trust the listener.

Trust occurs when fears of rejection are reduced and expectations of acceptance and support are present.

Conflict management is partially based upon understanding the differences between supportive and destructive communication.

Communicating about how we communicate is a technique which can lead to conflict management.

Selectivity in communication refers to choosing the when, what, where, and how of communicating.

Verbal exchanges which damage the concept of either self or others disrupt both the communication process and interpersonal relationships.

Verbalizing unwritten rules could decrease interpersonal conflict.

Meaningful interpersonal communication enhances the sheer enjoyment of discussions with kin and friends.

Perception is the process of receiving and interpreting impressions.

The process of perception includes the observation, selection, and interpretation of details based on personal experiences.

The use of all the senses enhances perception.

First impressions tend to resist change.

Inaccurate perceptions of behavior and motivation promote conflict situations.

Group decision making may reveal how an individual's actions are perceived by others.

Empathy, communication, and perception are hampered by stereotypes, but they are enhanced by understanding needs and values of both self and others.

Individuals Are Linked to Nonfamily Groups

Individuals are linked to society through either formal or informal membership in groups outside the home.

Individuals belong to nonfamily groups which may be either primary (neighborhood and peer) or secondary (political, social, religious, educational, and philanthropic).

Nonfamily groups continue the process of self-concept development, value orientation, and socialization.

Conflicting loyalties between self, family, peers, and other nonfamily groups may be minimized by an awareness of personal and group value systems.

Effective group members understand how they react in a group.

Groups are enhanced by members who are able to be supportive of others and yet know when to resist group opinion.

Individuals become members of such communities as neighborhoods, towns, states, and nations.

Membership in communities often enables individuals to meet their own needs; in return, they have the responsibility to assist in the solution of community problems.

A difference exists between residing in a community and being a participating member of a community.

Assessing one's relationship to the universal community is an essential step in examining the bridges between individuals and groups.

The life-styles of individuals and families may be affected by national and global concerns.

Individuals have a responsibility to improve both human and nonhuman elements of the universal community.

Self and Others

CONTENT ORGANIZERS

Exploring the Human Environment	Becoming Oneself

Human Behavior Is the Result of Interaction Between People

At the beginning level, instruction will help learners develop the ability to:

Have a positive self-image.
Be aware that behavior is caused.
Identify what they learn from their families.
Describe ways in which it feels good to be a part of a family.
Distinguish between a value and a fact in specific instances.
Be aware that siblings may hold different values.
Recognize the existence of value systems other than those of their families.
Make decisions from available alternatives in relation to daily life.
Examine decisions they make.
Differentiate between needs and wants when making decisions.
Analyze how family members differ.

At the intermediate level, instruction will help learners develop the ability to:

Examine basic human needs.
Understand the importance of seeing themselves as unique, worthwhile individuals.
Identify their own developmental stage.
Recognize some of the defense mechanisms used by themselves and others.
Predict consequences of their own behavior.
Analyze the development of their own values.
Compare their present needs and values with their past values.
Be aware of differences in values expressed by peers.
Analyze how they spend their personal resources.
Describe value inconsistencies in their own attitudes and behaviors.
Analyze how values affect decisions.
Incorporate the decision-making (or problem-solving) process into their own behavior.
Predict the consequences of recent decisions they have made.
View differences among people as having no superiority-inferiority dimension.
View periodic assessment of needs, values, and decisions as growth producing.

Interpersonal Relationship Skills Can Be Learned

At the beginning level, instruction will help learners develop the ability to:

Express caring behavior toward others.
List ways in which people communicate.
Describe ways in which children are taught to be emotionally inexpressive.
Recognize and verbalize about emotions being experienced by themselves and others.
Analyze how the expression of feelings may lead to conflict management.
Define stereotyping.

At the intermediate level, instruction will help learners develop the ability to:

Display empathy for others.
Analyze how they communicate.
Practice effective communication when interacting with others.
Listen to another in a nonjudgmental manner.
Identify nonverbal behaviors.
Be able to communicate about feelings.
Suggest ways in which lines of communication between family and friends can be kept open.

Program Objectives for Maximizing Human Potential

Examining Relationships	Committing to Mankind

At the advanced level, instruction will help learners develop the ability to:

Describe ways in which human needs are met through interaction with others.
Relate developmental stages to needs.
Display sensitivity to the needs of others.
Predict how needs and values change throughout the life cycle.
Discover how cultures differ in the ways in which they meet human needs.
Indicate an acceptance of the values of a culture different from their own.
Analyze the effect of media on their values and desired life-styles.
Begin to see how individual decisions affect individuals, families, and communities.
Examine the differences between individual and group decision making.
Decide what decisions could be made by individuals at various ages.

At the expanded level, instruction will help learners develop the ability to:

Propose ways to influence media.
Implement a community multicultural relations program.
Compare the decision-making processes of various community groups.
Examine the value systems of groups to which they belong.
Shape a desired life-style which includes consciously acting upon their own values.
Make desired changes in their own life-styles.

At the advanced level, instruction will help learners develop the ability to:

Evaluate the importance of empathy in interpersonal relationships.
Integrate selectivity into their communication behaviors.
Describe cultural communication differences.
Suggest ways of improving communication between generations.
Suggest types of relationships in which effective communication is important.

At the expanded level, instruction will help learners develop the ability to:

Determine how subcultures within a community interact.
Analyze how community groups communicate.
Suggest a continuing education program for the development of interpersonal skills.
Encourage the development of interpersonal relationship skills in groups to which they belong.

CONTENT ORGANIZERS	
Exploring the Human Environment	Becoming Oneself

Interpersonal Relationship Skills Can Be Learned (cont.)

At the beginning level, instruction will help learners develop the ability to:

Identify the effects of various emotional reactions to episodes.
Display a developing sense of humor.

At the intermediate level, instruction will help learners develop the ability to:

Accept that they will be perceived in various ways by others.
Identify reasons for inaccurate perceptions of events or people.
Recognize causes of interpersonal conflicts.
Improve individual interactions.
Analyze stereotypic words and phrases.
Display sensitivity to the harmful effects of stereotyping.
Identify the processes involved in perception.
Accept caring behavior from others.

Individuals Are Linked to Nonfamily Groups

At the beginning level, instruction will help learners develop the ability to:

Name nonfamily groups to which their families belong.
Explain how they feel about belonging to nonfamily groups.
Suggest groups to which they would like someday to belong.
Participate in social groups related to school, church, or community.

At the intermediate level, instruction will help learners develop the ability to:

Identify the variety of nonfamily groups to which they could belong.
Recognize the benefits to an individual of nonfamily-group membership and benefits to the group from individuals.
Determine the variety of roles played by individuals as they work in groups.
Examine the roles they play as group members.
Discriminate between groups that support and those that stultify the development of individual potential.
Resist peer pressure and group opinion when appropriate.

Examining Relationships	Committing to Mankind
At the advanced level, instruction will help learners develop the ability to: Analyze an environment (neighborhood, school) for evidence of conflict attributable to poor communications. Describe how effective patterns of communication can resolve conflicts caused by value differences. Demonstrate an understanding of the relationship between perception and experience. Resolve interpersonal conflicts constructively. Identify fallacies in stereotypic thinking. Substitute interpersonal skills and sensitivities for dependence upon stereotypes in relating to others.	
At the advanced level, instruction will help learners develop the ability to: Analyze the purposes and value systems of nonfamily groups. Resolve intrapersonal loyalty conflicts which could occur between individuals and their families, their peers, and other groups to which they could belong. Display readiness to assume personal responsibility in nonfamily groups. Be supportive of others in a group situation. Decide how life-styles of individuals and families may be affected by matters of ecology, energy, and population. Describe ways in which neighborhoods affect the development of nonfamily group membership. View themselves as responsible members of the world community.	*At the expanded level, instruction will help learners develop the ability to:* Assess the variety of neighborhoods in a community. Plan a neighborhood or community action program to resolve a problem. Suggest ways in which individuals and groups can improve communities. Analyze the power structure of a community. Volunteer their services to community agencies. Actively participate in the community groups of their choice. Suggest how a community's values are expressed in available resources and services. Survey their communities to assess factors which contribute to the quality of life. Describe the influence of federal legislation on a local community.

Tradition and Change

One of the most challenging problems facing American society is the rate of our social change, for it is crucial that individuals learn to live with the constant adaptation which such rapid change requires.

This change phenomena should come as no surprise to those who have been careful observers of American society. This society tends to admire inventiveness and individualism and has available vast intellectual and natural resources. The result has been a technology characterized by great mobility of both people and ideas. This society has been structured for change.

The time has come to examine tradition and change as they affect human relations. Neither tradition nor innovation is all growth-producing or all stultifying. How we can learn to combine the strengths and security of tradition with constructive change is one of the great philosophic dilemmas of the end of the twentieth century.

Generalizations for the content of Tradition and Change are organized into the following five topics:

- Social change affects human relationships.
- The family is a changing social institution.
- Social and sexual roles are changing for men and women.
- Dating and mate selection affect individuals and families.
- Contemporary life-styles reflect changing relationship patterns.

Social Change Affects Human Relationships

Contemporary society is in a period of accelerated change.

The rate of change is difficult to measure.

American society contains many elements of rapid change, including a common language, mass media, rapid transportation, geographic mobility, technological potential, and youth orientation.

Change may not affect all institutions and cultures of a society at the same rate.

In an era of rapid social change, individuals need to understand the effects of change on human relationships.

Change may create tensions when the security that is enhanced by familiarity is lost.

Change may create value conflicts, particularly between generations and other subcultures that may not adapt to the change at the same pace.

The concept of culture shock facilitates understanding the importance of adapting to change.

An individual's response to change can be positive or negative.

Innovation may include failures which lead to pessimism; yet change can be viewed optimistically in light of new opportunities and challenges developed as a result of the change.

Increased geographic mobility may lead to transitory relationships; yet change can be viewed as an opportunity to meet new people.

Adapting to change requires new learning and may require a change in values.

Changing technology may make possible innovative leisure-time activities.

Learning to adapt to change demands life-long education which, in turn, could foster understanding among peoples.

The Family Is a Changing Social Institution

In every society the family is structured to fulfill the needs of that society.

New societal needs may be creating new family types.

Historically and cross-culturally, families have differed in the type of power structure, the number of mates allowed, and the relationship to kinship groups.

Loyalty-producing family rituals vary among cultures and reveal the richness of diversity.

If a nuclear family moves away from kinship network systems, relationship patterns within the home assume increased importance.

Kinship networks act as a social support and control system.

Whereas constraining forces and expectations still exist within the society, contemporary American families have more options for the type of family unit they wish to create.

The family of the past assumed protective, educational, affectional, recreational, reproductive, economic, and socializing functions.

Contemporary families can decide how much of the traditional family functions they are able or desire to maintain.

Some functions formerly assumed by the family are now fulfilled by other social institutions.

The socialization process continues to be one of the primary functions of the family.

In families which have moved from being economic units to units in which the affectional function is primary, psychological pressures may be placed on marriage partners, or creative relationships may develop.

Changes in the length of the work week and paid vacations make leisure-time decisions important in interpersonal relationships.

Leisure time may be used for personal fulfillment and interpersonal nurturance.

The family is affected by the economic state of the country.

Substituting a new tradition for one no longer viewed as possible or desirable leads to adaptation.

Adapting to change could include the conscious development of new ceremonial rituals.

In a geographically mobile population, the relatively isolated family can develop new non-family ties.

A comparison of the many cultural groups within the United States reveals that some family functions and patterns are different and some are alike.

Cultural subdivisions include urban-rural, ethnic, racial, age, occupational, social class, religious, and geographic groups.

Social and Sexual Roles Are Changing for Men and Women

Changes in male and female roles are the result of many historical and sociological factors.

Roles are behaviors that are expected of a person in a particular position at a particular life stage.

Sex-appropriate behaviors vary from one historical period to another and among cultures.

Socializing agencies such as the family, the school, the media, and the peer group may have different expectations regarding sex roles.

Traditional sex-role stereotypes are being challenged.

Changes in stereotypes regarding acceptable sex roles broaden life-style options for both men and women.

Feminine behavior and masculine behavior are learned.

Females and males are socialized to the behaviors and expectations that the culture determines to be sex-appropriate.

Ethnic, racial, religious, and social classes may differ in sex-role expectations.

The women's movement seeks to eliminate sex stereotyping.

Understanding the concept of role can help resolve intrapersonal conflicts.

At any given time each person performs a number of roles.

An individual's commitment to his or her various roles may result in intrapersonal conflicts.

Establishing value priorities aids an individual in deciding how personal resources (time, energy, and money) will be used.

As more role options develop, interpersonal relationship conflicts could increase, or all disagreements could vanish.

When a society consists of individuals from many subcultures representing different value systems and role expectations, understanding and knowledge of the various subcultures are important to interpersonal relationships.

Consistency in fulfilling role expectations aids in the creation of trustful relationships.

Dating and Mate Selection Affect Individuals and Families

Dating is a twentieth century behavior which reflects social change.

Dating can occur at any stage in life.

Uncommitted dating is a recreational process whereas committed dating is a part of the mate-selection process.

Dating practices have varied at different historical periods and among cultures.

Dating patterns are important to an individual and to a society.

A developmental task is a specific task that is mastered at an appropriate time as a prerequisite to accomplishing tasks which follow.

The achievement of adolescent developmental tasks can be either enhanced or hindered by dating patterns.

The reinforcement of sexual identity is promoted through such relationships as dating.

Urbanization and mobility have created opportunities for individuals to know a greater variety of people than individuals knew in earlier societies.

Restrictions on mate selection exist even in societies in which the values of romantic love and mutual choice are assumed to indicate freedom of choice.

Although love may be defined in different ways, romantic love is a combination of realism and idealism, of friendship and sexual attraction.

The ability to love and to form meaningful and joyful relationships with others is learned.

One learns to love by being loved; ideally, nuclear or extended family members provide this experience but others may be important in our lives for this purpose.

People have greater freedom than previously to marry across cultural lines and freedom to personalize their own marriage ceremonies.

Research findings have revealed predictors of marital success or failure.

Age at marriage and motivation for marriage appear to be reliable factors in predicting whether or not a marriage will succeed.

Additional factors which have been used in the past as predictors of marital success include the degree of approval of the marriage by friends and family, the length of acquaintance, and the happiness of parental marriages.

Changing traditional values may alter the applicability of past research to contemporary families.

An engagement is a public commitment of two persons to each other.

Whether or not a public commitment is made, all couples need a period of time to consider both short-range and long-range compatibility.

Role expectations, the perceptions one has of how another should behave, may be of major importance in marital adjustments.

The importance placed on similarities or differences between two persons appears to have more effect on compatibility than the differences themselves.

The way affection is expressed is related to marital role expectations.

Sex roles and sexuality expectations are intertwined.

Professional help is available for those who wish to improve the quality of marital sexual relations when expectations are not fulfilled.

Both traditional and alternative life patterns include the process of developing significant ties with another.

Contemporary Life-Styles Reflect Changing Relationship Patterns

The changing aspects of life in a family can be predicted by examining the concept of the family life cycle.

Population trends, such as life expectancy, age at marriage, and number and spacing of children, influence family relationships as they change the age at which people move from one stage to another.

Individual choice of life patterns affects how people proceed through the life cycle.

The contemporary varieties of relationship patterns reflect the increasing numbers of persons who are divorced, single parents, remarried; persons who have never married; and the numbers of childless marriages.

The major reasons for the increasing divorce rate can be found in economic, educational, and role-expectation changes.

The difference in marriage dissolution rates among subcultures may be studied by examining such variables as education, income, expectations, and social pressures to maintain the marriage.

Increase in the divorce rate is found at most stages of the life cycle.

The duration of interpersonal commitments appears to be changing.

The number of states enacting no-fault divorce laws is one indication of society's changing attitude toward divorce.

Consequences of divorce affect the life-style of the formerly married individuals and remarried individuals and their kin.

Preparation for remarriage is affected by how the first marriage ended and whether children were involved.

Merged families, which occur when individuals with children marry, may be of many types.

Consequences of desertion and separation also affect life-styles.

Each type of single-parent family faces unique challenges.

Social acceptance of an individual who is single and who is a parent may be influenced by whether that individual was married and is divorced or widowed or was never married.

Social acceptance of single parents varies regionally and historically.

An increasing number of married couples are choosing to remain childless or to limit family size.

When cultural pressures to marry decrease, individuals are more free to defer marriage or to remain single.

The number of children reared by never-married parents is increasing.

The current experimentation with alternative family forms makes it necessary to broaden the definition of family.

Alternative family forms are not new.

Contract marriages and cooperative households are examples of current experimental family forms.

Current alternative family forms have not been in existence in the United States for a sufficient period of time to be able to predict either their futures or their effects on children.

Tradition and Change

CONTENT ORGANIZERS	
Exploring the Human Environment	Becoming Oneself

Social Change Affects Human Relationships

At the beginning level, instruction will help learners develop the ability to:

Become more accepting of alternatives.
Suggest ways in which they and their families have changed as the result of such specific forces as mobility or employment.
Describe how they feel when change occurs.
List leisure-time activities which family members enjoy.
View change as constant.

At the intermediate level, instruction will help learners develop the ability to:

View change as the natural product of the interaction between people and ideas.
Determine how change has affected their own lives.
Suggest ways in which mobile individuals and families can learn to adapt to change.
Analyze the relationship between personal values and attitudes toward change.
Relate tension caused by changes during puberty to tensions created by social change.

The Family Is a Changing Social Institution

At the beginning level, instruction will help learners develop the ability to:

Determine the reasons for the establishment of a family group.
Analyze how families differ.
Compare family rules.
List their own family traditions.
Suggest ways in which grandparents are important to children.
Suggest services which grandchildren can perform for grandparents.
Explain how members of a family can help one another.

At the intermediate level, instruction will help learners develop the ability to:

Examine the socialization processes of their own families.
Explain the importance of tradition to individuals, families, and nonfamily groups.
Compare their traditions with those of their friends.
View their leisure time both as a time for self-renewal and as an opportunity to fulfill the needs of others.
Determine the changes which have occurred in their own families.
Suggest the effects of moving to a new community.

Program Objectives for Maximizing Human Potential

Examining Relationships	Committing to Mankind

At the advanced level, instruction will help learners develop the ability to:

Analyze the causes of social change.
Compare today's rate of social change with that of a previous period.
Recognize how social change affects human relationships.
Suggest why life-style stability helps in coping with change.
Determine which institutions change more slowly than others.
Analyze the effect of cultural lag which results when all elements in a society do not change at the same time.
Appraise the importance of adapting to change.
Examine new leisure-time activities which modern technology has made possible.

At the expanded level, instruction will help learners develop the ability to:

Compare the rate of social change among countries.
Suggest ways in which individuals can affect the rate of social change of institutions.
Identify opportunities for life-long learning.
Develop leisure-time activities that promote the growth of both self and others.

At the advanced level, instruction will help learners develop the ability to:

Propose a broad definition for the term "family."
Explain how the various types of family power structure meet social needs.
Decide to what degree they want to maintain conventional family functions.
Propose ways in which people can develop new traditions.
Examine the social constraints on family-type options.
Differentiate between functions of the extended family and those of the nuclear family.
Compare ways in which American families are alike and different.
Identify the subcultural groups to which they belong and the effect of these groups on their own life-styles.

At the expanded level, instruction will help learners develop the ability to:

Organize a tradition-sharing experience for a community.
Analyze community family-support systems.
Propose ways in which communities can provide emotional support for families.
Examine the variety of family types in their communities.
Preserve their own desired cultural and ethnic traditions.
Create a family life congruent with their own values.

CONTENT ORGANIZERS	
Exploring the Human Environment	Becoming Oneself

The Family Is a Changing Social Institution (cont.)

Social and Sexual Roles Are Changing for Men and Women

At the beginning level, instruction will help learners develop the ability to:

Identify roles played by family members.
Determine the differences between parental expectations for boys and those for girls.
Examine their attitudes toward traditionally sex-appropriate toys.
Describe the ways in which boys and girls are alike or different.

At the intermediate level, instruction will help learners develop the ability to:

Identify the differences between roles played in the home, with friends, and at school.
Explain how role expectations vary among families.
Predict the roles they might play throughout the lifespan.
Analyze how sex-role expectations are developed.
Evaluate the male and female roles communicated by the mass media.
Examine both current and possible occupational opportunities for men and women.
Identify the sex-role behaviors that are consistent with their own life-style expectations.
Modify the use of resources to avoid personal role conflicts.
Identify their personal resources.

Dating and Mate Selection Affect Individuals and Families

At the beginning level, instruction will help learners develop the ability to:

Suggest the variety of people whom one loves or is loved by.

At the intermediate level, instruction will help learners develop the ability to:

Describe developmental tasks of adolescents.
Determine their own strengths and assets.
Accept their own sexuality.
Enjoy social interaction with both sexes.
Analyze how their families express affection.
Describe how peer pressures influence behavior.

Examining Relationships	Committing to Mankind
At the advanced level, instruction will help learners develop the ability to: Analyze the psychological pressures on families. Plan ways in which the nuclear family can compensate for the loss of the support and control system of the extended family. Analyze the effects of different types of family power structures.	/
At the advanced level, instruction will help learners develop the ability to: Explain the historical and sociological changes which have affected male and female roles. Explain the reasons for the increase in the number of women in the labor force. Analyze sex-role expectations held by various socializing agencies. Determine subcultural differences in sex-role expectations. Contrast traditional and contemporary life-style options for men and women. Examine the effect of the women's movement on sex-role stereotyping in the United States. Analyze their own communities for variations in sex-role expectations. Determine ways of coping with conflict created by increasing role options. Suggest creative opportunities generated through increasing role options.	*At the expanded level, instruction will help learners develop the ability to:* Determine cultural differences in role expectations. Evaluate the effect of the women's movement on sex-role stereotyping in other countries. Suggest the effect on the labor market of changing roles. Identify ways in which communities could support increased role options. Support the legislation of their choice which is a result of or will affect changing roles. Analyze the sex-role expectations of community action groups.
At the advanced level, instruction will help learners develop the ability to: Contrast dating behaviors during various periods of history and in various cultures. Compare the ways in which people meet other people in a rural community and in a metropolis. Relate developmental tasks to dating patterns.	*At the expanded level, instruction will help learners develop the ability to:* Propose alternatives to current dating and mate-selection procedures. Organize community activities for various age groups. Volunteer service to youth groups.

CONTENT ORGANIZERS	
Exploring the Human Environment	Becoming Oneself

Dating and Mate Selection Affect Individuals and Families (cont.)

Contemporary Life-Styles Reflect Changing Relationship Patterns

At the beginning level, instruction will help learners develop the ability to:

Recognize the variation in family types.
Become aware of the points of view of family and relatives of different ages and backgrounds.

At the intermediate level, instruction will help learners develop the ability to:

Evaluate both the problems and advantages of diverse family forms.
Investigate the prevalence of diverse family forms.
Analyze the effects on children of family forms with which they are familiar.
Compare natural parent/child relationships with stepparent/child relationships for differences and similarities.

Examining Relationships	Committing to Mankind
At the advanced level, instruction will help learners develop the ability to: Differentiate between uncommitted dating and courtship. Explain mate-selection procedures in American subcultural groups. Decide which motivations for marriage lead to marital satisfactions. Examine mate-selection constraints. Analyze the difference between love and infatuation. Analyze marital success predictors. Propose factors of compatibility which are important to them. Recognize their own marital role expectations. Investigate contemporary attitudes toward engagements. Exhibit responsible sexual behavior.	
At the advanced level, instruction will help learners develop the ability to: View relationships in a family as being in a state of constant change. Explain how population trends affect family relationships. Suggest ways in which diverse family forms can meet human needs. Distinguish between the problems of divorce and those of desertion. Compare such historical family-life experiments as the Oneida community with current family-life experiments. Assess the reasons for the decrease in cultural pressures on individuals to marry. Propose ways of establishing a satisfactory stepparent-stepchild relationship. Differentiate between the various types of single parents. Suggest challenges that are faced by single parents. Analyze the current alternative family forms. Appraise the effect of being reared on a kibbutz.	*At the expanded level, instruction will help learners develop the ability to:* Investigate community services that are available to various family types. Propose ways in which a community can aid families.

Independence and Interdependence

The dilemma of independence and interdependence is an issue faced not only by youth but also by individuals throughout their entire cycle of life. Education has helped youth focus on becoming independent as though independence, once achieved, were forever maintained. Yet in some cultures the struggle of the aging to maintain independence may be as intense as the struggle of youth to achieve it.

Independence has been dignified as a value underlying the very core of American democracy, although we live in an increasingly interdependent world. The rugged individualist who cut a trail through the wilderness yesterday might have to learn to live with others in a condominium today.

When independence is overvalued, it denies those human needs which are only fulfilled through interaction with others. When interdependence is magnified, individuals may not fulfill their potential.

Between youth and old age this dilemma of independence and interdependence must often be recognized and resolved.

Generalizations for the content of Independence and Interdependence are organized into the following three topics:

- Independence and interdependence are balanced throughout the life span.
- Independence and interdependence are highlighted during periods of stress.
- Support systems are available.

Independence and Interdependence Are Balanced Throughout the Life Span

During the life span human needs are met through a combination of independence and interdependence.

Every theory of developmental tasks or developmental life stages includes learning both independence and interdependence.

A developmental task is a specific task that is mastered at an appropriate time as a prerequisite to accomplishing tasks which follow.

Achievement of emotional independence, role experimentation, and the development of sexual identity are critical tasks for adolescents.

In seeking identity, youth tend to deny the values of family interdependence in favor of peer relations.

Marital satisfaction is facilitated by agreeing on the extent of emotional interdependence which marriage should involve.

One early marital adjustment is learning to agree on the balance of togetherness and separateness in marriage.

Increased individualism within a marriage relationship, including the right to personal growth, is a contemporary issue which may not concern all segments of society.

Family planning has become an environmental issue in an interdependent world.

Many couples see marriage as the creation of a totally self-reliant unit.

Both intra- and inter-generational emotional and financial support patterns exist.

Cultural differences in the mutual help patterns exist within family networks.

Most married couples become a part of two or more family networks.

The potential for involved relationships increases with the number of family networks to which one belongs.

Many young adults, in-laws, and aging family members have stereotypic views of each other.

Living with cultural differences between two families can either create conflict or enrich the functioning of marriages.

Exaggerated independency or dependency factors tend to decline as the age of the marriage increases.

The middle generation acts as a link between older and younger generations.

The dilemmas in relating to in-laws take a new form when they involve emotional or financial support problems in relation to aging parents.

The issue of independence and interdependence is of particular concern to aging individuals.

The number of older adults in the United States is increasing.

Aging is a normal developmental process which begins at conception and proceeds at a rate unique to each individual.

The self-perception of what constitutes old age is changing in the American culture.

Cultures vary in their view of the place and relationship of the elderly to the family network.

Older persons differ in their needs, life-styles, and choice of a preferred peer group.

The older person faces numerous problems which result from a combination of biological, psychological, and sociological aspects of aging.

Age-related physiological and economic changes make it difficult for some individuals to control their environments.

Loss of geographic mobility, which decreases the life-space environment of the aging, brings an increased importance to the role of service personnel and neighbors.

Housing and transportation have increased psychological significance to the aging.

Older adults in the United States differ widely in resources, abilities, opportunities, and interests.

Social changes have created role loss and social isolation for the elderly which hinder adaptation and adjustments to old age.

Youth and the aging have much to offer each other, for they reinforce the continuity of life.

The preferred life-style of the aging appears to be living near, but not with, children and other kin.

The tendency to segregate the aging deprives younger family members of role models.

Independence and Interdependence Are Highlighted During Periods of Stress

All individuals and families will face stress situations.

Stress situations create both emotional and physical distress.

Not all stress situations become crises.

A crisis may be defined as a situation which disrupts an individual's or family's ability to function.

Unpredictable situations are more apt to produce a crisis than predictable situations for which preparation has been made.

Decision-making patterns assume increased importance during a stress period.

Personal and family resources include adaptability and a feeling of cooperation and support among family members.

A stress situation is as serious as an individual or family perceives it to be.

Stress situations may ultimately be growth producing.

Role-transition periods may bring predictable stress.

Major role-transitions may be caused by independence from parents, school completion, marriage, birth of children, independence of children, career changes, menopause, retirement, aging, death, and so forth.

Role transitions that bring stress are those in which role conflict, role incompatibility, or separation result.

The amount of stress created by a role-transition period is influenced by how much one knows about the coming role.

The number of simultaneous changes in an individual's life affects the amount of stress experienced during role-transition periods.

Changes occur in the roles of every family member when a transition point is reached for one individual in the family.

Stress situations may affect marital sexual functioning.

Individual and family money-management practices can create stresses on interpersonal relationships.[1]

The stress of decreasing satisfaction during the first 20 years of marriage can be seen as a challenge.

An increase in the number of personal interactions and feelings of being needed by another tend to strengthen feelings of love.

Unpredictable stress situations include illness or accident, suicide, job loss, emotional and legal divorce, alcoholism and other addictions, unwanted pregnancies, and the birth of handicapped children.

The death of a loved one is often a predictable stress; yet adequate consideration of death and dying has been avoided in contemporary American society.

The attitudes and rituals associated with death vary both within and among cultures.

Although many factors may vary the response to death, typical reactions of those who are dying and those who are left have been identified.

Peers, family members, and professionals may be sources of emotional, physical, and financial support when death occurs.

New social norms regarding grief expression appear to be emerging in the United States.

Education that will help to prepare women for widowhood may be necessary in a society in which the life expectancy for women is longer than for men.

The ability to recover from a crisis is related to adaptability, available support, the amount of prior knowledge concerning the effects of stressful events, and an experience in satisfactorily coping with a previous crisis.

Support Systems Are Available

Because of the emphasis on independence as a value, people may not expect nor seek help in handling potential crisis situations.

Family and friends can provide support systems when stress situations occur.

The nuclear family can create a network which can serve significantly in times of crisis.

For some families extended kinship ties can be a resource to be appreciated and encouraged.

Family support systems face difficulty in a large and mobile society and may require substitutes.

Providing emotional support can be stressful; being of service to others can at the same time provide satisfaction.

Both private and public community resources are available when individuals and families face stress situations.

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[1] *Curriculum Design for Consumer Education.* Sacramento, Calif.: California State Department of Education, 1974.

Independence and Interdependence

CONTENT ORGANIZERS

Exploring the Human Environment	Becoming Oneself

Independence and Interdependence Are Balanced Throughout the Life Span

At the beginning level, instruction will help learners develop the ability to:

Act both independently and interdependently as appropriate.
Recognize when independence and interdependence are appropriate behaviors.

At the intermediate level, instruction will help learners develop the ability to:

Recognize the social and emotional needs of the adolescent.
Relate the role changes required during the adolescent period to their own lives.
Identify ways in which individuals and groups are interdependent.
Compare independence training of the various cultures.
Integrate interaction with diverse age groups into their own life-styles.
Accept feelings of dependency.

Independence and Interdependence Are Highlighted During Periods of Stress

At the beginning level, instruction will help learners develop the ability to:

Discuss death.
View death as inevitable.
Identify ways in which they can help others when death occurs.

At the intermediate level, instruction will help learners develop the ability to:

Accept the inevitability of stress.
Examine ways in which they have reacted to stress.
List stress situations they might anticipate.
Analyze how periods of stress affect individuals.
Identify situations in which asking for help is appropriate.
Utilize the decision-making process during periods of stress in their own lives.
Develop the ability to laugh at themselves.
Recognize the value of a sense of humor in times of stress.

Program Objectives for Maximizing Human Potential

Examining Relationships	Committing to Mankind

At the advanced level, instruction will help learners develop the ability to:

Assess their own mastery of developmental tasks.
Describe the developmental stages throughout the entire life span in which interdependence is an issue.
Relate family planning to environmental concerns.
Explain why family relationships become complicated when the number of family networks to which one belongs is increased.
Describe stereotypic views of youth, in-laws, and aging family members.
View aging as a normal developmental process which is affected by life-time habits and attitudes.
Project themselves into the future to see themselves as undergoing the aging process.
Compare the differences among subcultural attitudes with regard to aging and death.
Evaluate the variations in the life-styles of the aging.
Suggest ways in which age-related problems could be minimized.

At the expanded level, instruction will help learners develop the ability to:

Allow others to become independent as appropriate.
Plan a living environment for the aging which minimizes age-related problems.
Organize community services for the aging.
Cooperate with community agencies which provide services for the aging.
Identify ways in which problems of aging persons can be solved by altering their environments.

At the advanced level, instruction will help learners develop the ability to:

Categorize various stress situations as predictable or unpredictable.
Discriminate between periods of stress and crisis.
Explain the relationship between periods of stress and role-transition periods.
Propose ways in which individuals and families can plan for role-transition periods.
Describe ways of offering support during periods of stress.
Examine cultural differences in attitudes toward aging and death.
Decide how family money management practices affect interpersonal relationships.

At the expanded level, instruction will help learners develop the ability to:

Help organize bereavement teams.
Propose a variety of types of crisis centers.
Offer support to others as appropriate.

CONTENT ORGANIZERS	
Exploring the Human Environment	Becoming Oneself

Independence and Interdependence Are Highlighted During Periods of Stress (cont.)

Support Systems Are Available

At the beginning level, instruction will help learners develop the ability to:

Suggest situations in which they need help from others.

List persons to whom they could turn when they need help.

At the intermediate level, instruction will help learners develop the ability to:

Decide when independence or interdependence is appropriate during periods of stress or crisis.

Recognize situations in which families provide support.

Recognize when they are needed to provide support for others.

Examining Relationships	Committing to Mankind
At the advanced level, instruction will help learners develop the ability to: Evaluate professional resource people who assist when death occurs. Examine decisions that must be made when a death occurs. Analyze coping reactions which occur during individual or family stress situations. Identify major role-transition periods in a variety of life-styles.	
At the advanced level, instruction will help learners develop the ability to: Compare types of community services. Explore situations in which volunteer services are needed. Compare the support services provided by various kinds of families. Suggest substitutes for the kinship ties of an extended family.	*At the expanded level, instruction will help learners develop the ability to:* Survey a community to determine the adequacy of family services. Suggest ways in which community services could be improved. Suggest ways in which individuals and families can be made aware of community services. Organize an education program for widowed individuals.

Present and Future

The dilemma of present and future orientation does not represent a forced decision but encourages the finding of one's own philosophic point of view. One can learn to cherish the "now" moment, to retain that childhood sense of wonder, and to handle the demands of the present while seeing oneself as a part of a controllable future.

This curriculum structure should enable individuals to find their own time and place in life's continuity in relation to their past. The curriculum would not be complete were it not to conclude with future perspectives, including parenthood; for this is a life stage during which the issue of immediate and deferred gratifications must be considered. Human potential will be maximized only as one is able to project oneself into the future.

Generalizations for the content of Present and Future are organized into the following two topics:

- Human beings have the ability to look forward.
- Parenthood requires adjustments.

Human Beings Have the Ability to Look Forward

Cultures vary in their views on the importance of the past, the present, and the future.

Examining the future requires a life-span orientation and the weighing of immediate gratifications against deferred gratifications.

Individuals have the potential to help control their own futures by establishing both short-term and long-range goals.

When the pace of social change is rapid, projecting oneself into the near future is easier than projecting oneself into the far future.

Projecting oneself into the future helps to clarify the effects of what one is doing and what one needs to do to influence the future.

Individuals may view the future in terms of their own self-image.

Although change is possible for all people, a relationship exists between the kind of person one is today and the kind of person one will be in the future.

The future can only be an hypothesis to be examined in a variety of ways.

Possible, probable, and preferable futures can be hypothesized.

If the future is divided into "immediate," "middle," and "distant" spans of time, people may have the most influence over the 5 to 20 year "middle" future.

The immediate future is affected by the present; the distant future contains many unknown factors.

Current social concerns can be projected into the future by examining the consequences of the continuation of current trends and by hypothesizing the effects of alternatives to current trends.

Parenthood Requires Adjustments

Although parenthood can be a rewarding and exciting experience, it involves the tremendous responsibility of assisting children to develop their potential.

An examination of recent social changes reveals the challenges of contemporary parenthood.

Childrearing practices vary among cultures and subcultures and at different historical periods.

Education for parenthood includes examining the effects of the process of childrearing on parents as well as children.

The amount of stress that the transition to parenthood involves is influenced by the amount of knowledge and experience one has concerning the role.

Since parents as well as children are going through developmental stages, constant adaptation is necessary in parent and child interaction.

Understanding one's own values and needs is a life-long process.

Increased knowledge of how children grow and change and the continuing nature/nurture controversy have created pressures on American parents.

Planning for parenthood includes assessing when one is emotionally, physically, and economically ready to assume the responsibility for a new human life.

Reliable family-planning techniques are now available for those who choose to plan a family.

The motivations for choosing to become a parent vary.

Assessing the marital relationship should precede the decision to have a child.

The optimal childbearing years for women appear to be in the twenties; for an increase in complications of pregnancy and childbirth appears when women are younger or much older.

Parents make role and financial adjustments with the birth of each child.

Genetic counseling is a service which some prospective parents are using.

People with a handicap are often competent parents.

An alternative to biological parenthood is adoptive parenthood.

The availability of children for adoption varies at different times, with the type of child one wishes to adopt, and with the type of adoption procedure selected.

Foster parenthood is an additional alternative to biological parenthood.

The number of parents who remarry makes education for stepparenthood important.

Both similarities and differences exist in natural parent-child relationships and stepparent-stepchild relationships.

Single parents have some of the same decisions to make as are made in the dual-parent family, but some decisions are unique to single parents.

Single parents may face the daily pressures of coping with children alone, which may not be faced by the dual-parent family.

The importance of knowing how children develop is highlighted by examining the problem of the battered and neglected child.

Many child abusers were themselves battered children; they lack appropriate knowledge of child-rearing; and they have unrealistic expectations of children.

Preliminary data regarding battered or abused children suggest that such children have some common characteristics.

The increasing incidence of battered children has led to the establishment of statewide reporting and central registry systems.

Community service agencies exist which offer help to both the abused child and the abuser.

A knowledge of prenatal development helps parents understand how parental behaviors affect the unborn child.

Seeking prenatal care and information early in pregnancy tends to lead to a more satisfactory experience for both the child and parent.

Increasingly, evidence suggests that the environment plays a major role in prenatal development.

Although hereditary characteristics are firmly established at the moment of conception, during the prenatal period the new human is extremely susceptible to environmental influences.

A knowledge of the physical and psychological changes that occur during pregnancy and childbirth is important to both parents.

Changing attitudes toward both childbirth and parental roles are highlighted by the education movement which involves the father in the childbirth process.

Knowing the needs and characteristic behaviors of children at various ages helps parents predict the life-style adjustments which parenthood brings.

The physical, emotional, social, sexual, and intellectual development of children are interrelated and depend on how well children's needs are met.

Individual differences must be considered when child-care routines are being established.

The parent's role as teacher is extremely important; for through parent-child interaction and the selection of appropriate activities, parents help children develop their potential.

Infant stimulation techniques aid in social and intellectual development.

Experiences during the first three years of life lay the foundation for language, intellectual and social development, and curiosity.

A child's right to adequate parenting includes the right to a positive self-concept.

Positive methods of discipline used by parents and other caregivers tend to create a positive self-concept and self-control in children.

In a two-parent family, when both parents actively participate in setting family discipline patterns, discipline tends to be more consistent and stable.

When both parents in a two-parent family are nurturant, the likelihood that children will develop a positive self-concept is increased.

Although all children have the same basic needs, the special problems of physically, emotionally, and mentally handicapped children may require special parenting techniques.

Parental attitudes toward a child with a handicap are important in the child's development.

The presence of a child with a handicap affects all relationships within a family.

Present and Future

CONTENT ORGANIZERS	
Exploring the Human Environment	Becoming Oneself

Human Beings Have the Ability to Look Forward

At the beginning level, instruction will help learners develop the ability to:

Develop short-term goals.
Imagine what they will be like in the near future.
See themselves as being part of the near future.

At the intermediate level, instruction will help learners develop the ability to:

Develop long-range personal goals and a plan for achieving these goals.
Identify the effect of their own self-image on their view of the future.
Determine the type of person they would like to be in the future.

Parenthood Requires Adjustments

At the beginning level, instruction will help learners develop the ability to:

Recognize the different types of parents (step-parent; and adoptive, single, natural and foster parents).
Accept that both children and adults have needs.

At the intermediate level, instruction will help learners develop the ability to:

Recognize the personal stress involved in parenthood.
View the development of a positive self-concept as a goal in childrearing.
Use positive methods of discipline when interacting with children.
Describe the needs and behaviors of children.

Program Objectives for Maximizing Human Potential

Examining Relationships	Committing to Mankind

At the advanced level, instruction will help learners develop the ability to:

Compare the past, present, and future time orientation of various cultures.
Identify a range of possible futures.
Follow a trend from past to present and project the trend into the future.
Decide which future events they would most like to or be able to influence.
Describe possible and probable futures.
Analyze the effects of current consumption patterns on future generations.
Assess the impact on the future of current values.

At the expanded level, instruction will help learners develop the ability to:

Decide which people in a community have the most power to affect the future.
Analyze the effect of proposed legislation on the future.
Support legislation which they feel is necessary to protect the future.
Decide which decision-making groups they would like to be able to influence.
Investigate how community leaders are planning for the future.

At the advanced level, instruction will help learners develop the ability to:

Compare current childrearing practices with those of the past.
Describe changes in family life which occur with the first and each successive child.
Analyze the stresses of parenthood as they relate to changes in roles.
Assess the effects of a child on the marital relationship and vice versa.
Identify family planning techniques which are acceptable to their own philosophies and cultures.
Examine ways in which child abuse and neglect are revealed.
Evaluate the differences between agency and independent adoptions.
Recognize the implications of stepparenthood.
Distinguish between the myths and facts of prenatal development.
Demonstrate methods of developing a positive self-concept in children.
Suggest how an exceptional child may be similar to, or different from, other children.

At the expanded level, instruction will help learners develop the ability to:

Survey a community to identify educational programs available to prospective parents.
Develop a community child-advocacy program.
Arrange for community genetic counseling services.
Determine the prevalence of battered and neglected children in their community.
Plan ways in which a community can assist parents in handling stressful periods of childrearing.
Volunteer service to child development programs.
Support legislation affecting children.
Describe ways to improve education for parenthood.

Program Development and Implementation to Maximize Human Potential

This section of the curriculum design provides suggestions for the development and implementation of programs for students by suggesting criteria for program development and by including illustrations of instructional strategies designed to implement the program at four maturity levels.

When generalizations are used as the method of organizing content, as has been done in this curriculum design, then program development includes the necessity to do the following:

- Develop objectives.
- Select content.
- Select learning experiences.
- Select instructional materials.
- Select evaluation materials and procedures.

Criteria for Program Development

Programs relating to human development and personal relationships should reflect careful consideration of appropriate criteria from the development stage through the final evaluation of the program.

Criteria for Development of Objectives for Maximizing Human Potential

Objectives should:

- Be appropriate for the maturity and ability levels of students.
- Indicate learning outcomes that reflect significant intrapersonal and interpersonal competencies.
- Provide for development of knowledge, attitudes, and values that contribute to effective decision making.
- Encourage analysis of values, goals, and lifestyles as they relate to interpersonal competencies.
- Permit multiple approaches to learning.
- Provide a basis for the evaluation of change in behaviors and attitudes.

Criteria for Selection of Content

Content should:

- Be organized in a logical manner.
- Reflect the most valid, significant, and contemporary knowledge available from authoritative sources.
- Be appropriate for maturity and ability levels of learners.
- Deal with basic knowledge that has wide application.
- Consider cultural and socioeconomic backgrounds of learners.
- Provide avenues for the appreciation of diversity in values, goals, and life-styles.
- Stimulate life-long interest in the content area.
- Be relevant to the subject matter area in which it is taught.

Criteria for Selection of Learning Experiences

Learning experiences should:

- Provide both cognitive and affective experiences.
- Deal with significant content.
- Be appropriate for the maturity and ability levels of learners.
- Provide sufficient variety to allow for the success of learners with different backgrounds, interests, and abilities.
- Provide opportunities for both individual and group decision making.
- Provide opportunities for multiple learnings in attitudes, knowledge, feelings, and skills.
- Facilitate both interpersonal and intrapersonal relationship competencies.
- Be appropriate for exploring the selected content to achieve stated objectives.
- Provide opportunity for feedback and reinforcement between teacher and learner.
- Extend learning experiences into the community.

- Provide direct experience as appropriate; utilize abstract and vicarious experiences when necessary.

Criteria for Selection of Instructional Materials

Instructional materials should:

- Contribute to the achievement of stated objectives.
- Be relevant in content and presentation to contemporary situations.
- Contribute to the development of critical thinking and creative decision making.
- Present valid, objective information.
- Be appropriate for the maturity and ability levels of learners.
- Represent unbiased authoritative sources.
- Include representation of ethnic, racial, and cultural groups.
- Provide direct experience whenever possible; utilize abstract and vicarious experiences as necessary.
- Present both sexes in the full range of their human potential.

Criteria for Selection of Evaluation Materials and Procedures

Evaluation materials and procedures should:

- Measure student progress toward the desired performances as stated in the learner objectives.
- Represent an adequate sampling of learner performances.
- Test the learner's ability to apply knowledge to new and different situations.
- Encourage self-evaluation by the learner.
- Be appropriate for the developmental level and ethnic and cultural backgrounds of learners.
- Be designed for continuous collection of evidence before, during, and after instruction.
- Assess effectiveness of teaching strategies.

Illustrations of Instructional Strategies

The following pages include illustrations of instructional strategies to implement the program for learners at the following levels:

Beginning Level–Exploring the Human Environment
Intermediate Level–Becoming Oneself
Advanced Level–Examining Relationships
Expanded Level–Committing to Mankind

The instructional strategies are not actual teaching units. They include program objectives, not learner objectives. Pretests have not been included. Because evaluation materials and procedures should measure student progress as stated in learner objectives, the evaluation devices included in these instructional strategies are only samples of evaluation activities.

Instructional Strategy for the Beginning Level

THE WAY I FEEL–An instructional strategy designed to help young children explore the understanding, accepting, and expressing of emotions

Program Objectives

Instruction will help learners develop the ability to:

Recognize and verbalize about emotions being experienced by themselves and others.
Express caring behavior toward others.

Generalizations

Being sensitive to the needs of both self and others is a responsibility which enhances personal relationships.
Becoming sensitive to the needs and values of others includes observing verbal and nonverbal behavior.
Expressing emotions tends to lead to understanding and conflict management.

Activities

Although this instructional strategy has been planned to give emphasis to the importance of understanding, accepting, and expressing emotions, dealing with emotions must be an important part of the entire school climate for young children. This age group in particular needs adult models who are able to verbalize their own feelings and who provide daily opportunities for children to verbalize about emotions.

- Display on bulletin boards pictures of people who are expressing emotions nonverbally. Discussion of the pictures could include such questions as the following:

  How can you tell how people are feeling?
  What makes you feel like that?

- During the creative art period, the children will paste facial features on a paper plate. The mouth will be attached with a brad so it can be turned. These plates can be used during a variety of learning activities. For example, the plates could be displayed on a low bulletin board, and the children could be encouraged to turn the mouths and discuss school situations which make them feel sad or glad.
- Listen to the song "Feelings" on Side A of the Hap Palmer record, *Getting to Know Myself.* The group can act out the emotions that are named.
- Listen to the song "What Do People Do?" on Side B of the Hap Palmer record, *Getting to Know Myself.* The group can act out the ways in which people express the emotions in the song.
- Sing the song, "If You're Happy and You Know It, Clap Your Hands."
- Read any of the following books during story time:

  Byars, Betsy. *Go and Hush the Baby.* New York: Viking Press, 1971.
  Simon, Norma. *How Do I Feel!* Chicago: Albert Whitman, 1970.
  Simon, Norma. *I Was So Mad!* Chicago: Albert Whitman, 1974.
  Zolotow, Charlotte. *Do You Know What I'll Do?* New York: Harper and Row, 1958.
  Zolotow, Charlotte. *The Hating Book.* New York: Harper and Row, 1969.

- Listen to the song, "It's All Right to Cry," from the record, *Free to Be.* Discuss when and why people cry.

Samples of Evaluation Activities

Teacher observation, documented by anecdotal records, appears to be the best evaluator for this instructional setting. Behaviors which indicate that the program objectives are being met could include the following:

Children discussing how they feel
Requests for the records and books used in the instructional process
The desire of the students to keep their paper-plate faces
Expressions of sympathy toward another child
Children verbalizing their emotions to adults

Instructional Strategy for the Intermediate Level

AM I LISTENING? DO I HEAR?—An instructional strategy designed to demonstrate the importance of "listening" in interpersonal relationships

Program Objectives

Instruction will help learners develop ability to:

Analyze how they listen.
Practice active listening when interacting with others.
Listen to another person in a nonjudgmental manner.
Provide feedback.

Generalizations

Communication occurs whenever two or more people interact.
Effective communication leads to more meaningful interpersonal relationships.
Accurate communication depends upon active listening which involves creating a receptive atmosphere and clarifying ambiguous messages through the process of restatement.
Effective communication is hampered when listeners focus on their answer to the speaker rather than the message the speaker is sending.
Providing feedback helps to make communication clear and accurate.

Activities

Teachers can use the following activities to teach about the importance of listening:

- Listen to a current popular song which deals with "listening" as an opener to a discussion on problems which nonlistening can create. Ask such questions as the following:

  When have you felt that someone was not listening to you?
  How do you feel when you are not listened to?
  What prevents you from being an active listener?

- Discuss the statement, "You can't NOT communicate."
- Role-play situations in which nonverbal behavior gives clues to listening behavior. Such situations could be either student or teacher developed and could involve peer, parent, school, or employer relationships.
- Have the students complete the listening chart to determine "listening patterns" of students on the campus. Ask the students to observe conversations, chart a brief description of the conversations, and determine whether any of the conditions that interfere with listening for understanding appeared to be present. (See page 38.)
- Have the students choose a particular person with whom they frequently communicate and chart their own listening responses with that person for a seven-day period.
- Discuss empathy, acceptance, and feedback as elements of listening which contribute to mutual understanding and the effect of listening responses on interpersonal relationships.
- Complete the Simple Symbol Feedback Demonstration to illustrate the importance of feedback. (See page 39.)
- Discuss the individual's responsibility to provide feedback during a group discussion.

Evaluation

Periodically ask students to complete a discussion evaluation form. (See page 38.) These evaluations can be reviewed by the teacher with feedback to students. Messages of encouragement can be offered to those who are reluctant to participate.

Resources

Fast, Julius. *Body Language.* New York: M. Evans and Co., Inc., 1970.

Gordon, Thomas. *P.E.T., Parent Effectiveness Training.* New York: Peter H. Wyden, Inc., 1970.

Johnson, David. *Reaching Out.* Englewood Cliffs, N.J.: Prentice Hall, 1972.

Miller, Sherod; Elam Nunnally; and Daniel Wackman. *Alive and Aware.* Minneapolis, Minn.: Interpersonal Communications Programs, Inc., 1975.

Nierenberg, Gerald, and Henry Calero. *How to Read a Person Like a Book.* New York: Hawthorn Books, Inc., 1971.

Nierenberg, Gerald, and Henry Calero. *Meta-Talk.* New York: Simon and Schuster, 1973.

Listening Chart

Conversation	Conditions that interfere with listening				
	Defending own position	Anxious to enter conversation	No time to listen to speaker	Making judgments about speaker	Showing nonverbal disinterest
1.					
2.					
3.					
4.					

Discussion Evaluation Form

Name_____ Date_____

Quality of my discussion 1 2 3 4 5

Type of discussion

_____ Provided information
_____ Stimulated discussion
_____ Asked questions
_____ Listened for understanding
_____ Provided feedback

Comments_____

_____

_____

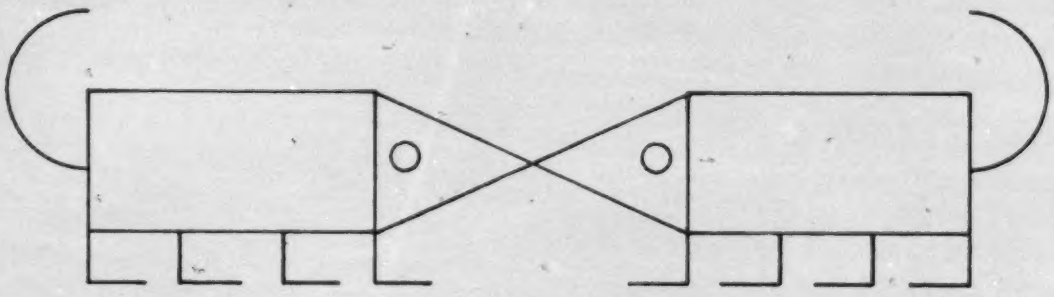
Simple Symbol Feedback Demonstration

State the symbol instructions in both demonstrations exactly as they are given. Keep in mind that the first demonstration is without feedback and the second is with feedback. Be sure to be precise in giving the instructions. In the first demonstration, read each item once—slowly—and then repeat. (Example: Read #1 slowly and repeat, read #2 slowly and repeat, and so on.) In the second demonstration, read each item only once.

Symbol Instructions

1. In the upper half of the paper draw two rectangles of equal size in horizontal positions. The width should be approximately twice the height, and they should be approximately a width apart on the same base line.
2. Draw two triangles, one on the right of the left rectangle, and one on the left of the right rectangle. The triangles must be touching each other, with their base lines touching their respective rectangles.
3. Starting in the middle of the outer end of each rectangle, draw a half circle going up and ending above the top of the rectangle.
4. Draw a small circle on the inside of each triangle.
5. Draw four right angles at the bottom of the left rectangle, with the bottom horizontal lines pointing right.
6. Draw four right angles at the bottom of the right rectangle, with the bottom horizontal lines pointing left.

Go through the demonstration again. Instruct the students to make their drawing on the bottom half of the paper. Remember to allocate time for free discussion, questions, and communication for clarification during the second demonstration. When the group has finished and before further discussion, draw the symbols as shown in the example to show what most of them should have at the bottom of their papers.



Instructional Strategy for the Advanced Level

ROLES AND RELATIONSHIPS—An instructional strategy designed to illustrate the concept of step-parenthood as a role change which could involve a number of relationships

Program Objectives

Instruction will help learners develop the ability to:

Discover the prevalence of families in which a step-relationship exists.
Recognize the types of relationships possible with a merged family.
Predict the role changes necessary when families merge.
Predict the stress which such role changes could create.
Display sensitivity to the stresses faced by merged families.

Generalizations

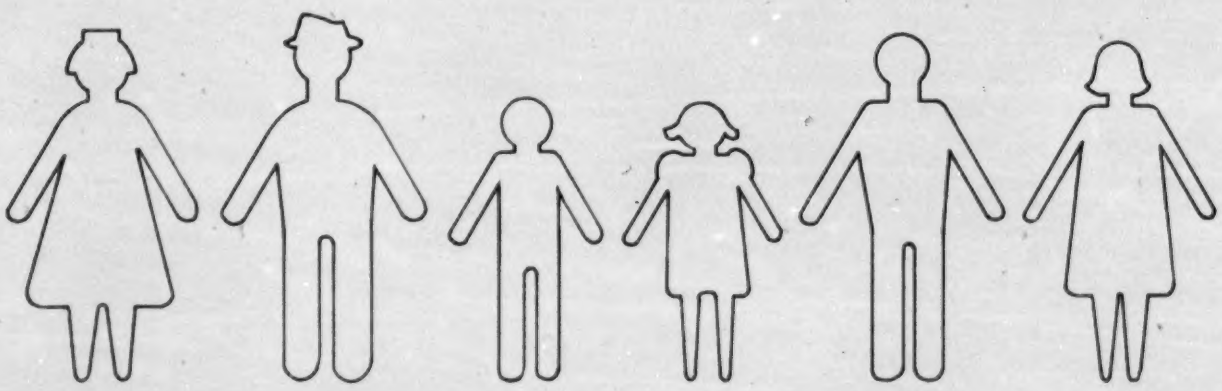
The rate of remarriage makes education for step-parenthood important.
Merged families, which occur when individuals with children marry, may be of many types.
Role transitions that bring stress are those in which role conflict, role incompatibility, or separation result.
The amount of stress created by a role change is influenced by how much one knows about the new role.

Activities

- Have the students conduct a survey in class or on the campus to discover the frequency of step-relationships.
- Have the class work individually or in small groups and write descriptions of merged families or present case studies. These descriptions or case studies should include the following:

  Age, number, and sex of children
  Relationships to the biological parents who are not part of the merged family
  Relationships of the eight possible grandparents to the merged family

  Mount the paper figures on newsprint, and draw interaction lines between figures to chart the possible lines of interaction between the members of the three generations involved in this kinship network. Lines could be keyed to the types of relationships suggested in the descriptions of the merged family. For example, an ongoing, frequent relationship can be represented by a solid line; an infrequent relationship by a dotted line.



Samples of patterns of paper figures representing three generations.

After the interaction charts are presented to the class, use an inductive questioning technique, such as the Taba Discussion Strategy, to discuss the relationships. Ask such questions as the following:

What do you see in the charts? What do they have in common?
How do the charts make you feel?
How do you think these relationships could affect the merged families?
What conclusions can be drawn regarding merged families?

- Discuss the concept of roles, role changes, and role transition periods.
- Individuals may have to make major role changes when families merge. Develop a hypothetical life-style for a man with a fifteen-year-old daughter and one for a woman with a twelve-year-old son. In the appropriate column write possible role changes for each which might occur if the two married and they became a merged family of four.[1]
- Refer to the list of role changes charted for each member of the new merged family. Discuss each change as a possible stress-producing situation. Again, use the Taba Discussion Strategy which sequences questions in the following manner:

Perception–What did you see?
Affective identification–How did it make you feel?
Drawing inferences–Why do you think . . . ?
Making generalizations–What conclusions can you draw?

Discuss how these conclusions might affect students in the future.

	Roles to adopt	Roles to give up	Roles to share	Roles to change
Husband				
Wife				
Daughter				
Son				

Samples of Evaluation Activities

- After reading a novel or short story dealing with a merged family, have the students analyze the family in terms of kin relationships and stresses produced by role changes.

or

- Have students write a case study which illustrates the generalizations they have drawn from the teaching unit.

or

- After analyzing a case study, have the students complete the chart on page 42.

Teacher observation provides an additional evaluation of sensitivity toward stresses faced by merged families.

Resources

Burr, Wesley R. *Theory Construction and the Sociology of the Family*. New York, N.Y.: John Wiley and Sons, Inc., 1973.

Duberman, Lucille. "Step-Kin Relationships," *Journal of Marriage and the Family*. Vol. 35, No. 2, (May, 1973) 283–92.

Klemer, Richard, and Rebecca M. Smith. *Teaching About Family Relationships*. Minneapolis, Minn.: Burgess Publishing Co., 1975.

Harriman, Lynda. "Preparing Family for Role Change," *Forum*, Spring/Summer, 1976.

Maddox, Brenda. *The Half-Parent*. New York: M. Evans and Co., Inc., 1975.

Satir, Virginia. *Peoplemaking*. Palo Alto, Calif.: Science and Behavior Books, Inc., 1972.

Simon, Anne W. *Stepchild in the Family*. New York: Odyssey Press, 1964.

Taba, Hilda. *Teacher's Handbook for Elementary Social Studies*. Palo Alto, Calif.: Addison-Wesley, 1971.

[1] Adapted from Lynda Harriman, "Preparing Family for Role Change," *Forum*, Spring/Summer, 1976.

Roles Which May Produce Stress

Roles	Stress-producing situations		
	Family disagreements	Separation from people or roles	Role conflict for some*
Adopted roles which may lead to:			
Relinquished roles which may lead to:			
Shared roles which may lead to:			
Changed roles which may lead to:			

**Role conflict* – personal or interpersonal conflict that results from combining roles which differ from those traditionally held

Instructional Strategy for the Expanded Level

SAFETY FOR SENIORS—A learning strategy designed for students at the expanded level to help them investigate ways of improving the safety in housing units occupied by the aged

Program Objectives

Instruction will help learners develop the ability to:

Identify the physiological aspects of aging which make home safety important.

Propose ways in which housing for the aged can be made more safe.

Estimate the costs of making housing units for the aged more safe.

Compare the community housing resources available to older persons from a variety of subcultural groups.

Integrate interpersonal relationships skills into group behavior.

Generalizations

The older person faces numerous problems which result from a combination of biological, psychological, and sociological aspects of aging.

Age-related physiological and economic changes make it difficult for some individuals to control their environments.

Older adults in the United States differ widely in resources, abilities, opportunities, and interests.

Effective group members understand how they react in a group.

Suggested Activities

- Invite a community resource person to discuss physiological changes that occur during the aging process. Relate these changes to housing needs.
- Discuss the similarities between making housing safe for children and making it safe for the aged.
- Contact appropriate community agencies for information regarding housing needs of the aged. Such agencies could include:

  Board of Realtors
  Commission on Aging
  Housing Authority
  Public Health Department

- Investigate specific requirements of government-subsidized housing for the aged.
- Use the instrument "Costs of Housing Alterations" to discuss the variety of housing alterations which could make housing for the aged more safe. Have the students work individually or in teams to investigate the cost of such alterations. (See page 44.)
- Have the students examine the home of an aged family member or friend to determine what housing alterations should be made. Have the students work in teams to establish two priority lists. One list should include those changes which could be accomplished with a minimum expenditure. The other list should include changes that would require more than a minimum expenditure.
- The following activities could be used as a strategy in examining group work.

  If arriving at group consensus is considered a major task of the activity, "Prioritizing Housing Alterations" could be utilized. (See page 45.)

  If the focus is on examining the group process, the "Process Observation Form" could be employed. (See page 45.)

  If the goal is to help learners discover how they react in a group, the "Individual Reaction Form" could be used. (See page 46.)

Samples of Evaluation Activities

- Show a series of slides of room interiors, and have students develop a plan for improving the safety of the rooms.
- Use the "Process Observation Form" or "Individual Reaction Form" as evaluation activities.

Resources

"Aging and Death in the Family Life Cycle," *Tips and Topics*, Vol. XVI, No. 3 (1976).

"Aging and the Family." Edited by Felix Berardo, Special Issue of *The Family Coordinator*, XXI (January, 1972).

The Aging: Trends and Policies. New York: United Nations, 1975.

Environmental Housing and Life-Styles. Phoenix, Ariz.: Arizona State Department of Education.

"Human Environments–Do They Influence People?" *Forum*, Fall-Winter, 1974. (Publication of the J. C. Penney Company, Educational Relations, 1301 Avenue of the Americas, New York, NY 61801.)

Rich, Thomas A., and Alden S. Gilmore. *Basic Concepts of Aging–A Programmed Manual.* Washington, D.C.: Department of Health, Education, and Welfare, Social and Rehabilitation Service, Administration on Aging, 1972.

Tiven, Marjorie. *Older Americans: Special Handling Required.* Washington, D.C., National Council on the Aging, Inc., 1971.

Working with Older People. (Public Health Publication # 1459). Washington, D.C., Department of Health, Education, and Welfare, 1970.

Costs of Housing Alterations

Possible alterations	Do-it-yourself projects		Costs to have job done professionally
	Costs	Time required	
Remove throw-rugs			
Install nonskid material on steps.			
Install fluorescent material on steps.			
Install nonskid material in shower/tub.			
Install grab bars in shower/tub.			
Install grab bars near toilets.			
Repair worn electrical cords.			
Arrange adequate lighting.			
Install smoke detectors.			
Install railings on stairs.			
Repair loose wooden steps/floor boards.			
Remove items stored near open flames.			
Store flammable materials safely.			
Store medicines safely.			
Raise bed height.			
Arrange furniture to eliminate narrow passageways.			
Arrange furniture to provide armrests for daybeds.			
Eliminate stumbling blocks in yard and garden.			
Other			

Prioritizing Housing Alterations

1. Have a brainstorming session to identify possible changes.
2. Identify by number or letter the changes which appear to be feasible.
3. Clarify and discuss the changes.
4. Give each person a 3 x 5 card for each feasible change. Write the number or letter of a change in the upper left corner of each card.
5. Have individuals write in the center of the card a priority number for each suggested change.

Change ___

Priority ___

6. Tabulate the results by adding the priority numbers for each suggested change. Post the totals. The change with the lowest number has the highest priority.

Process Observation Form

The major roles were played by: (Record the names of participants.)

Conformer/adapter _____ Organizer _____

Follower _____ Obstructor _____

Controller/influencer _____ Avoider _____

The group reaction was: (Check any which apply to your group.)

___ We were friendly toward each other.
___ Some people dominated the process.
___ We didn't stick to the topic.
___ We just couldn't agree.
___ No one really listened to anyone else.
___ We got irritated with each other.
___ We feel we got the task done well.
___ Some people didn't say anything.
___ Some people were always negative.
___ We acted like a team.

In general, our expressive skills, both verbal and nonverbal, were:

In general, our listening and observing skills were:

Individual Reaction Form

Circle the number which best describes how you reacted in this group.

I talked:						
Too much	1	2	3	4	5	Not enough
I listened to others:						
All the time	1	2	3	4	5	Not ever
My suggestions were:						
Irrelevant	1	2	3	4	5	Relevant
I tried to get others involved:						
Frequently	1	2	3	4	5	Never

Resource Materials for Maximizing Human Potential

- · · · Books–Teaching Strategies
- · · · Books–Teacher Subject-Matter Resources
- · · · Curriculum Resource Guides
- · · · Periodicals/Newsletters
- · · · Bibliographies
- · · · Student Texts
- · · · Simulations/Games
- · · · Multimedia/Miscellaneous
- · · · Filmstrips
- · · · Learning Packets
- · · · Transparencies/Transparency Masters

Teacher Resources

Books – Teaching Strategies

Activities and Exercises for Affective Education. Edited by Lou Thayer and Kent D. Beeler. Ypsilanti, Mich.: Thayer/Beeler, 1975.

Alschuler, Alfred S.; Diane Tabor; and James McIntyre. *Teaching Achievement Motivation.* Middleton, Conn.: Education Ventures, Inc., 1971.

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*Cost is more than $10.

and would be excellent supplements to the *Journal of Home Economics*.

Caring
National Committee for Prevention of Child Abuse
Suite 510
111 E. Wacker Drive
Chicago, IL 60601 (Free–6 issues)

Children Today
Superintendent of Documents
Government Printing Office
Washington, DC 20402 ($6.10/year–6 issues)

Current Literature on Aging
National Council on the Aging, Inc.
1828 L Street, N.W.
Washington, DC 20036 ($3/year–quarterly)

The Family Coordinator
National Council on Family Relations
1219 University Avenue, S.E.
Minneapolis, MN 55414 ($15/year–quarterly)

The Family Life Educator
Sheridan College
Oakville, Ontario ($1/year–quarterly)

Forum
J. C. Penney Company
1301 Avenue of the Americas
New York, NY 10019 (Free–2 issues)

The Futurist
World Future Society
P. O. Box 30369
Bethesda Branch
Washington, DC 20014 ($12/year–6 issues)

Illinois Teacher of Home Economics
Illinois Teacher
351 Education Building
Urbana, IL 61801 ($7.50/year–5 issues)

Media and Methods
134 N. 13th Street
Philadelphia, PA 19107 ($9/year–9 issues)

National Child Protection Newsletter
National Center for the Prevention and Treatment of Child Abuse and Neglect
University of Colorado Medical Center
1001 Jasmine
Denver, CO 80220 (No charge)

News Notes
The Feminist Press
P. O. Box 334
Old Westbury, NY 11568 (Free–irregular publication)

Periodically
A.P.A. Clearinghouse on Precollege Psychology and Behavioral Science
1200 Seventeenth Street, N.W.
Washington, DC 20036 (Free–monthly)

Psychology Today
Psychology Today
P. O. Box 2990
Boulder, CO 80302 ($12/year–monthly)

The Single Parent
Parents Without Partners, Inc.
7910 Woodmont Avenue
Washington, DC 20014 ($5.50/year–10 issues)

Stepparents' Forum
Westmount P. O. Box 4002
Montreal H3Z 2X3, Canada ($4/year–6 issues)

Teaching Topics
Institute of Life Insurance
Education Services
277 Park Avenue
New York, NY 10017 (Free–published periodically)

Tips and Topics
Tips and Topics, Box 4170
College of Home Economics
Texas Technical University
Lubbock, TX 79409 ($3/year–quarterly)

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Your Baby Grows
Learning More Each Day
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Simulations/Games

Academic Games Associates, Inc.
430 East 33rd Street
Baltimore, MD 21218

Information: A Frame Game ($4)

A carefully structured set of playing activities and scoring procedures whose rules can be used with any subject matter content, this game is designed to create a healthy blend of competition and cooperation in small groups.

Administrative Research Associates, Inc.
Irvine Town Center
P.O. Box 4211
Irvine, CA 92664

Personalysis ($4.50)

A self-analysis game to be played by three or four adults to see themselves as others see them.

Argus Communications
7440 Natchez Avenue
Niles, IL 60648

Feelings ($8.50)

This game is designed to explore personal feelings and some of the variables that affect feelings.

*Bobbs Merrill Company
Education Division
4300 West 62nd Street
Indianapolis, IN 46268

Generation Gap ($15)

Generation Gap is a simulation of the relationship between a parent and an adolescent. Discussions prompted by the game focus on solutions of real-life problems.

Contemporary Drama Services
Arthur Meriwether, Inc.
P.O. Box 457
Downer's Grove, IL 60515

Can of Squirms ($6.50)

The *Can of Squirms* presents role-playing situations to help the emerging individual

discover what he or she really believes. Further, it helps him or her to modify these beliefs as he or she perceives their effect on others.

Cooperative Extension Service
Washington State University
Pullman, WA 99163

Family Decisions ($6)

This game is composed of four family simulations representing four different socio-economic levels. The primary emphasis of the game is on the process of decision making.

Educational Methods
500 N. Dearborn Street
Chicago, IL 60610

Life-Style ($19.95)

Life-Style is an active exercise for two people in life planning and decision making. It stimulates discussion on values, priorities, and goals. Two participants play the roles of an engaged couple planning how to live during their first 25 years of marriage.

Interact
P.O. Box 262
Lakeside, CA 92040

Herstory ($12.95)

A simulation of male and female roles emphasizing the American woman's circumstances, past and present.

Pennant Educational Materials
4680 Alverado Canyon Road
San Diego, CA 92120

Cruel, Cruel World ($8.95)

A game designed to help the player recognize values and how values are interrelated.

Helping Hands ($7.95)

Designed for young children, this game communicates an awareness of values and strengthens the concept of sharing with others.

My Cup Runneth Over ($7.95)

This game is designed to help the player communicate his or her values and interpret values communicated by others.

Timao ($3.95)

Timao is designed to help the player understand that any event may involve both the enhancement and deprivation of values.

Value Bingo ($5.95)

The purpose of *Value Bingo* is to learn to interpret verbal statements in terms of underlying value intent.

Match Wits ($5.95)

Match Wits helps to develop an understanding of the possible value needs and wants behind human behavior.

Psychology Today Games
P.O. Box 700, Dept. G11
Del Mar, CA 92014

Body Talk ($6)

This game is designed to help participants become aware of nonverbal communication.

Compatibility ($9)

The game is designed for married couples. Cards simulate situations which could arise daily in family life. Areas of discussion would include entertainment, sex, general issues, work, domestic issues, and children.

Simili II
218 Twelfth Street
P.O. Box 910
Del Mar, CA 92014

Star Power ($25)

Star Power involves the building of a three-tier society through the distribution of wealth.

Synectics Educations Systems
121 Brattle Street
Cambridge, MA 02138

Hang Up ($16)

Hang Up is a board game designed to develop empathy which is the first step in erasing prejudice.

Teleketics
Franciscan Communications Center
1229 S. Santee Street
Los Angeles, CA 90015

Becoming a Person ($7.95)

This is a simulation game that involves its players in the type of discrimination that society makes between males and females.

The Ungame Company
P.O. Box 964
Garden Grove, CA 92642

The Ungame ($7.95)

The Ungame is designed to help players experience the fun of learning how to com-

municate more effectively. Cards are designed to meet specific needs, i.e., family, married students, and so forth.

World Future Society Book Service
4916 St. Elmo Avenue
Washington, DC 20014

Futuribles ($9.50)
This is a card game designed to either explore possibilities in the future or plan for the future.

Future Shock ($6.50)
Future Shock is a board game the object of which is to collect as many "stability" cards as possible.

Multimedia/Miscellaneous

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, DC 20036

Changing Life-Styles for Women: Their Significance to Families ($8.50)
This is a taped discussion between Jessie Bernard and Catherine Chilman.

Argus Communications
74404 Natchez Avenue
Niles, IL 60648

Lifeline–Values Education Curriculum
In Other People's Shoes consists of three sets of cards which deal with interpersonal relationship problems entitled:
Sensitivity Cards ($10)
Consequences Cards ($10)
Point of View Cards ($10)
Proving the Rule–Set of five student booklets ($7.50)
Learning to Care–Teacher's Guide for the lifeline curriculum ($10)

The Center for Humanities, Inc.
Two Holland Avenue
White Plains, NY 10603

Am I Worthwhile? Identity and Self-Image ($99.85)
This program is designed to help young people evaluate their feelings of self-worth.

Coping with Life: Frustration and Disappointment ($99.85)
The goal of the program is to help adolescents cope with frustration and disappointment as they attempt to achieve adult status.

Coping with Life: The Role of Self-Control ($99.85)
This program helps to balance the role of self-control with the ability to be emotionally expressive.

Human Relationships: Why They Succeed or Fail ($99.95)
This program was produced to reassure youth that the struggles and difficulties of growing up are not unique to their generation alone.

The Psychology of Man: An Inquiry into Human Behavior ($99.95)
This slide set explores what mankind is and always has been, what motivates man, man's pride and his problems, his trials and his triumphs as he has made his way through history.

Documentary Photo Aids
P.O. Box 956
Mount Dora, FL 32757

Living with Aging ($17)
Pictures and teacher's guide.

Living with Dying ($16)
Pictures, teacher's guide, and manual of death education.

Pioneers in a Man's World ($12.75)
Photographs of women performing jobs traditionally assumed to be men's jobs.

Learning Realities
10 East 40th Street
New York, NY 10016

Food for Thought ($19.95)
This unit is designed to encourage young people to consider their own personal needs in light of changing life-styles and technological advances and to help them to understand the relationship of technology to family patterns and our individual existences.

J. B. Lippincott, Co.
Educational Publishing Division
East Washington Square
Philadelphia, PA 19105

Becoming: A Course in Human Relations ($149)
This complete course consists of three modules, each containing the leader's guide, a student's personal log, and a kit of cassette recordings, photocards, and various strategies. The modules are entitled "Relating," "Interaction," and "Individuality."

Metropolitan Life
P.O. Box 232
New York, NY 10010

Exploring Your Environmental Choices . . . As a Family ($18.50)
This unit describes a decision-making model for considering how family choices affect the environment.

Educational Relations
J. C. Penney Company, Inc.
1301 Avenue of the Americas
New York, NY 10019

Awareness: Insight into People ($12) filmstrip with cassette, games, 6 case studies
Awareness is an introduction to one of the many philosophies about how people think, feel, and react to others. It is a tool to help the participants become more aware of or sensitive to others.

Ethnic Heritage: A Living Mosaic ($4.60) filmstrip with cassette, workbook
Discusses what ethnic heritage is and gives examples of many ethnic groups and their customs and ceremonies. Worksheets suitable for duplication are included.

An Introduction to Value Clarification ($10.70)
This unit explores the value-clarification process which is based upon the belief that for something to be truly a value, it must be chosen, prized, and acted upon.

Me, Myself, and I: How Preschoolers See Themselves ($16.15)
This kit, which includes picture cards, records, puppets, and flannel board objects, emphasizes the importance of helping preschoolers see themselves as worthy, trusting, responsive, competent, and creative persons.

Parenting: Fathers, Mothers, and Others ($12.85)
This multimedia kit views parenting as a relationship between human beings, regardless of age and kinship.

Safe-Toy Environments ($5.25) filmstrip with cassette
This filmstrip concerns the choosing of toys with consideration for safety as well as for the child's growth and development.

Toward a Quality of Living ($19)
This multimedia kit focuses on the family ecosystem as a model for understanding the influence of goals and values on consumer choices. The kit contains three related modules.

Your Space and Mine–A Behavioral Approach to Environments ($13.75)
This multimedia kit investigates personal relationships and family interaction as they are affected by the environment.

Proctor and Gamble Company
P.O. Box 14465, Dept. 1
Cincinnati, OH 45214

Care for Two: Baby and You (Free upon request)
This multimedia program provides students with information useful during pregnancy and the first year of baby care.

Pflaum/Standard
Order Department
8121 Hamilton Avenue
Cincinnati, OH 45231

Search for Meaning . . . Dimensions of Personality ($44.95)
This junior high school multimedia kit addresses itself to the search for meaning in life and of life. It is divided into the areas of external forces, internal drives, and encounters.

Search for Values . . . Dimensions of Personality ($44.95)
This senior high school multimedia kit is a values clarification kit organized around the values of time, competition, authority, personal space, commitment, relationships, and images.

Teleketics
Franciscan Communications Center
1229 S. Santee Street
Los Angeles, CA 90015

Who Am I? ($19.95)
Presents some of men's attitudes towards women in a filmstrip, record, and activity book.

Filmstrips (prices include cassette tapes)

Argus Communications
7440 Natchez Avenue
Niles, IL 60648

Feelings and Thoughts (filmstrip, $20)
The Ialac Story (filmstrip, $20)
Fuzzies (filmstrip, $20)
Friendly and Hostile (filmstrip, $20)
Why Am I Afraid to Tell You Who I Am? (filmstrip, $20)
You Have to Want Something (filmstrip, $20)

BFA Educational Media
2211 Michigan Avenue
Santa Monica, CA 90404
Individual Choices Now (4 filmstrips, $60)

Denoyer-Geppert Audio-Visuals
5235 Ravenswood Avenue
Chicago, IL 60640
Life-Style 2000: What Will We Take to the Future? (2 filmstrips, $41)

Doubleday Multimedia
1371 Reynolds Avenue
P.O. Box C-19518
Irvine, CA 92713
Change Here for Tomorrow (4 filmstrips, $82.50)
Life-Styles (5 filmstrips, $99.50)
People to People (4 filmstrips, $82.50)

Educational Perspectives Associates
P.O. Box 213
DeKalb, IL 60115
Children and Death (filmstrip, $18)

Eye Gate House
146-01 Archer Avenue
Jamaica, NY 11435
Aging (4 filmstrips, $44.50)

Guidance Associates
757 Third Avenue
New York, NY 10017
Adolescent Conflicts: Dealing with Anger (2 filmstrips, $48.50)
The Adolescent Experience: Forming Beliefs (2 filmstrips, $48.50)
Death and Dying: Closing the Circle (3 filmstrips, $64.50)
The Future of the Family (2 filmstrips, $48.50)
How Would You Like to Be Old? (2 filmstrips, $48.50)
Love and Marriage (2 filmstrips, $48.50)
Masculinity and Femininity (2 filmstrips, $48.50)
Parenthood: Myths and Realities (2 filmstrips, $48.50)
What Are Parents For, Anyway? (2 filmstrips, $48.50)
What Is Marriage? (2 filmstrips, $48.50)
Women Today (2 filmstrips, $48.50)
Your Personality: The You Others Know (2 filmstrips, $48.50)

Harper and Row Media
10 East 53rd Street
New York, NY 10022
Re-examining Sex Roles: Evolution or Revolution (6 filmstrips, $125)

McGraw-Hill Films
1221 Avenue of the Americas
New York, NY 10020
Between Generations (4 filmstrips, $72)
The Child Care and Development Series (8 filmstrips, $132)
The Infant Care and Development Series (8 filmstrips, $132)

National Foundation March of Dimes
(contact local offices)
From Generation to Generation
More Than Love
Sickle-Cell . . . An Inherited Disease
Tomorrow Happens Today

Parent's Magazine Films, Inc.
52 Vanderbilt Avenue
New York, NY 10017
Child Development and Child Health Series (20 filmstrips, $200)
Children in Crisis Series (20 filmstrips, $200)
The Effective Parent Series (20 filmstrips, $200)
Even Love Is Not Enough—Children with Handicaps Series (20 filmstrips $200)
Everyday Problems of Young Children (5 filmstrips, $58)
The First 18 Months—From Infant to Toddler (5 filmstrips, $58)
How an Average Child Behaves (5 filmstrips, $58)
Parenthood in America Series (20 filmstrips, $200)
Prenatal Care (5 filmstrips, $58)
Understanding Early Childhood Series (20 filmstrips, $200)
Understanding Parenthood Series (20 filmstrips, $200)
Will You Marry Me Series (20 filmstrips, $200)

Scholastic
904 Sylvan Avenue
Englewood Cliffs, NJ 07632
Family Living Program (9 filmstrips, $149)

Stephen Bosustow Productions
1649–11th Street
Santa Monica, CA 90404
The Giving Tree (filmstrip, $25)

Sunburst Communications
52 Clemons Avenue
Pound Ridge, NY 10576
- *Adolescence to Adulthood: Rites of Passage* (2 filmstrips, $45)
- *Coping with Life: The Role of Self-Control* (2 filmstrips, $45)
- *Dealing with Stress* (2 filmstrips, $45)
- *Living with Dying* (2 filmstrips, $45)
- *Mate Selection: Making the Best Choice* (2 filmstrips, $45)
- *Personality: Roles You Play* (2 filmstrips, $45)
- *Preparation for Parenthood* (3 filmstrips, $67.50)
- *Values for Dating* (4 filmstrips, $90)
- *What About Marriage?* (3 filmstrips, $67.50)

Time-Life Multimedia
Distribution Center
100 Eisenhower Drive
Paramus, NY 07652
- *Life Before Birth* (2 filmstrips $50)

Warren Schloat Productions, Inc.
150 White Planes Road
Tarrytown, NY 10591
- *The Ending* (filmstrip, $26)
- *The Family* (4 filmstrips, $95)
- *Masculinity* (4 filmstrips, $95)
- *A Woman's Place* (4 filmstrips, $95)
- *Women's Work* (4 filmstrips, $95)

Learning Packets

American Home Economics Association
2010 Massachusetts Avenue, N.W.
Washington, DC 20036
- *Babysitter's Code* (HELP No. 1045)
- *Changing Roles for Teachers and Learners* (HELP No. 1005)
- *Conception and Fetal Development* (HELP No. 1041)
- *The Family Life Cycle* (HELP No. 1018)
- *Learning to Get Along with Others* (HELP No. 1011)
- *Pathways to Friendships* (HELP No. 1033)
- *Show and Teach* (HELP No. 1042)
- *What Everyone Wants* (HELP No. 1037)

Transparencies/Transparency Masters

Vocational Education Media Center
Clemson University
109 Freeman Hall
Clemson, SC 29631
- *Child Development* ($4.50)
- *Family Life* ($4)
- *Human Sexuality* ($5)

Learning Realities, Inc.
10 East 40th Street
New York, NY 10016
- *In Search of the Individual Me* ($1.50)

The Life Cycle Center
Kimberly-Clark Corporation
P.O. Box 9146
St. Paul, MN 55191
- *And a Time for Choice* ($19.95)
- *The Me I Want to Be* ($19.95)

Visual Products Division
3M Center
St. Paul, MN 55101
- *Attributes of Character*
- *Growth and Development Patterns*
- *Human Resources and Personal Development*
- *Housing and Your Values*
- *Human Space Relationships*
- *Identifying and Setting Standards*
- *Importance and Selection of Toys*
- *Life-Style, Life Cycle*
- *Mothering*
- *The Rational Decision-Making Process*
- *Safety for Children*
- *Values and Goals*

Films

Such publications as *Landers Film Reviews*, media periodicals, or film company catalogs provide information concerning the many films available.

Publisher's Addresses – California Offices

Addison-Wesley Publishing Company
2725 Sand Hill Road
Menlo Park, CA 94025

Allyn and Bacon, Inc.
Ralston Park
Belmont, CA 94002

Chas. A. Bennett Co., Inc.
4342 Margarita Street
Irvine, CA 92705

Fearon Publishers, Inc.
2828 Anza No. 3
San Francisco, CA 94121

Follett Publishing Company
2000 Marconi Avenue
Suite A3
Sacramento, CA 95821

Ginn and Company
2550 Hanover Street
Palo Alto, CA 94304

Harcourt Brace Jovanovich, Inc.
Polk and Geary
San Francisco, CA 94109

Harper & Row, Publishers, Inc.
6375 Clark Avenue
Suite 102
Dublin, CA 94566

D. C. Heath and Company
1450 Grant Avenue
Novato, CA 94947

Holt, Rinehart and Winston, Inc.
340 Valley Drive (Crocker Park)
Brisbane, CA 94005

Houghton Mifflin Company
777 California Avenue
Palo Alto, CA 94304

J. B. Lippincott Company
550 Trimble Road
San Jose, CA 95131

Macmillan Publishing Co., Inc.
23 Orinda Way
Orinda, CA 94563

McGraw-Hill Book Company – Gregg Division
8171 Redwood Highway
Novato, CA 94947

Random House/Education Division
6 Commercial Blvd.
Novato, CA 94947

Scott Foresman and Company
855 California Avenue
Palo Alto, CA 94304

Silver Burdett Company
2450 Embarcadero Way
Palo Alto, CA 94303

South-Western Publishing Co.
855 California Avenue
Palo Alto, CA 94304

Steck-Vaughn Company
P.O. Box 8115
Riverside, CA 92505

Appendix A

Curriculum Planning Form

This form can be used to determine which major topics are included in the present curriculum of the school or district.

Major topics	Course offerings or subject matter areas			
Self and Others Behavior				
Skills				
Groups				
Tradition and Change Change				
Family				
Roles				
Dating and mate selection				
Life cycles				
Independence and Interdependence Life-span issues				
Stress				
Support systems				
Present and Future Looking forward				
Parenthood				

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